

### Appendix F-SCHOOL COVER SHEET – Restart Model

<b>School Name:</b> Hanley Elementary <b>Address:</b> 680 Hanley St. Memphis, TN 38114	<b>District Point of Contact (POC)</b> <b>Name &amp; Position:</b> Jennifer Shorter  <b>Phone#:</b> 615-378-7528  <b>Email Address:</b> jshorter@tnasd.org
<b>School Number:</b> 320	<b>Title I Status:</b> <input checked="" type="checkbox"/> Schoolwide Program <input type="checkbox"/> Targeted Assistance Program <input type="checkbox"/> Title I Eligible School
<b>Year the school entered Priority status:</b> 2012	
<b>Principal's Name SY 2013-14:</b> (Indicate <i>TBD</i> if unknown at this time.)  <b>Barbara Harris</b> <b>Nikita Reed</b>  <b>Phone #</b> 901-205-9443 (Aspire Memphis office)  <b>Email Addresses:</b> barbara.harris@aspirepublicschools.org nikita.reed@aspirepublicschools.org	<b>Waiver Request(s):</b>  <input type="checkbox"/> Requested for this School  <input checked="" type="checkbox"/> Not Requested for this School
<b>Amount the LEA is requesting from SY 2013-14 School Improvement Funds for the next three years for this school*:</b>  * Each year--not to exceed \$2 million	
<b>Pre-Implementation Activities Year 1</b>	<b>\$109,000</b>
<b>Year 1: SY 2013-14 excluding pre-implementation</b>	<b>\$741,182.80</b>
<b>Year 2: SY 2014-15</b>	<b>\$742,732.80</b>
<b>Year 3: SY 2015-16</b>	<b>\$748,982.80</b>
<b>Three Year Total Budget</b>	<b>\$2,341,898.40</b>

## School Level Descriptive Information

### *School Comprehensive Needs Analysis*

Using the analysis of the data in the areas below, provide a summary and conclusion for each of the areas as indicated.  
Using the needs analysis, each LEA is required to select an intervention for each school.

Name: Hanley Elementary			Intervention Model:
Provide a minimum of two years of data where indicated. <b>NOTE: Aspire attempted through the ASD to get a copy timely of Hanley's most recent School Improvement Plan from the school's current administration, Memphis City Schools and the TNDOE, without success. The data below is from other sources, including from TNDOE data and Hanley's 09-10 SIP, the most current publicly available.</b>			Provide a summary and conclusion of the analysis of each area.
1. Student Profile Data*	2010-11	2011-12	<p>* Total student enrollment, as well as those for grades and subgroups are from the TNDOE. Because of the disparities in these numbers, we are using the Average Daily Membership (ADM) figures of 632 in 2010-11 and 631 in 2011-12 as the basis of our analysis of enrollment.</p> <p>The ADM at Hanley over the past two years has been consistent, with the school serving more than 600 students. Research and Aspire's own experience show that a small school environment is better able to meet the needs of those students most at-risk for educational failure, i.e., low-income students and students of color. Thus, in keeping with Aspire's successful small school model, Aspire plans to open two pre-K-5 schools at the Hanley site, with each school serving a total of 380 students, for a total of 760 students campus-wide.</p> <p>Virtually all Hanley students are economically disadvantaged. While preparing this application, Aspire did not have access to Hanley's most recent SIP, and thus was unable to get data from that document (or the TNDOE website) on the number of special education and ELL students. However, Aspire has a long history of raising student achievement at high-poverty schools that serve a significant number of students with special education and ELL students. It is well-prepared to serve the students at Hanley, with the understanding of the resources required to ensure that all students, regardless of economic background or learning differences, have the tools to succeed.</p> <p>African-American students comprise nearly 100% of the Hanley student body. Aspire has a</p>
Total student enrollment	735	535	
Grade level enrollment			
Pre-K	80	60	
Kindergarten	110	91	
1	104	83	
2	112	71	
3	116	75	
4	113	76	
5	100	79	
Number of students in each subgroup:			
Economically disadvantaged students	718	711	
Special education students	Data not available	Data not available	
English Language Learners (ELL)			
Race/ethnicity subgroups			
African American	697	703	
Asian/Pacific Islander	1	0	
Hispanic	2	1	
Native American/Alaskan	2	1	
White	4	3	
Mobility (%) - Entrants, Withdrawals	#	# Entrants:	

	Entrants: 805 # With- drawals: 86 Withdrawal Rate: 10.7%	668 # With- drawals: 60 Withdrawal Rate: 9%	<p>deep understanding of the Orange Mound community served by Hanley, including its assets, challenges and history. Aspire will create a supportive and positive school environment that welcomes all students and honors their experiences and perspectives.</p> <p>The withdrawal rate decreased slightly in 2012. Aspire will determine the causes of student withdrawals and develop solutions for those students and families who leave for academic or behavior-related reasons. Attendance rates are on par with the Memphis City Schools (MCS) average. Suspension and Expulsion rates are below the MCS average, however it appears that the number of suspensions increased from 2011 to 2012. Aspire will provide the supports necessary to create and reinforce a safe school environment, and will work to ensure that more students stay in school and garner the benefits of receiving the maximum number of instructional days each year.</p>
Attendance %	93.9%	93.2%	
Suspensions (#)	141	185	
Expulsions (#)	19	17	
AP, IB, and Dual Enrollment (#)	N/A	N/A	
Graduation Rate	N/A	N/A	
<b>2. Staff Profile Data</b>		Provide a summary and conclusion of the analysis of each area.	
Principal: Rosalind J. Davis Length of time in position: 3 years		It is apparent that current school leadership has been ineffective in significantly raising student test scores in recent years, as shown by the achievement data set forth below and the fact that the school is ranked in the bottom 5% of schools statewide. The restart model incorporates a complete change in school leadership. As such, the current principal will be replaced with two Aspire-trained principals to lead the two new schools.	
Teaching Staff Number of years experience in profession		* As stated above, Aspire was unable to obtain a copy of Hanley's most recent SIP, and thus was unable to obtain teaching staff data. However, as shown by the achievement data set forth below and the fact that the school is ranked in the bottom 5% of schools statewide, it is apparent that the current teaching staff has been unable to significantly raise student achievement. As is required for all schools opening under the restart model, all current Hanley personnel who wish to work at the new schools will be required to apply. Only teachers with a documented record of effectiveness will be hired.	
1. 1 to 3	*	* See above.	
2. 4-10 years	*		
3. 11-20 years	*		
4. 21+ years	*		
Teaching Staff Number and % of experience in the school			
1. 1 to 3	*	* See above.	
2. 4-10 years	*		
3. 11-20 years	*		
4. 21+ years	*		
Teacher attendance rate	<b>2010-2011</b>	<b>2011-2012</b>	* See above.

	*	*	
Teacher evaluation data by levels		<b>2011-2012</b>	* See above.
		Level 1	
		Level 2	
		Level 3	
		Level 4	
		Level 5	
<b>3. Student Achievement Data</b>	<b>2010-2011</b>	<b>2011-2012</b>	Provide a summary of existing status and current needs.
<b>Reading/Language Arts</b>			
“Every test taker” (ETT) category	11.4%	11.2%	Hanley students, including those in the ETT and additional subgroups below for which there is data, have consistently performed well below the MCS AMOs for Reading/Language Arts. The average of 11 percent of students scoring proficient or advanced in Reading/Language Arts for the past two years for the ETT, economically disadvantaged and African American subgroups, and the average 6.9 percent for special education students, are well below the MCS 2012-13 AMO proficient/advanced targets of 33.6 percent for 3rd grade reading and 29.2 percent for 3rd through 8th grade aggregate reading. Nearly all Hanley students will require intensive support to increase proficiency. From the first day, Aspire will provide the positive and structured classroom environment, differentiated instruction and high-quality curriculum essential to increasing student achievement. Aspire will also use the Developmental Reading Assessment or DRA2 to assess all students at the beginning of the school year to determine each student’s reading level and design an individualized learning plan or ILP to increase reading proficiency of each student. Aspire’s Instructional Guidelines or IG’s are designed to promote differentiated instruction for each student based on grade level targets and current academic performance. The IG’s are organized in a workshop model which starts with whole class instruction and then moves to small group instruction based on target areas of instruction.
Subgroups:			
Economically disadvantaged students	11.1%	11.4%	* Tested subgroups were too small to generate summary data.
Special education students	<5%	8.8%	
English Language Learners (ELL)*	*	*	[See summary and analysis of ETT data, above.]
Race/ethnicity subgroups			
African American	11.4%	11.3%	
Asian/Pacific Islander*	*	*	
Hispanic*	*	*	

Native American/Alaskan* White*	* *	* *	
School performance on value-added student achievement	-2.5	-1.8	Although these numbers are supposed to show the “mean gain” from the 2009 baseline in Reading/Language Arts, the data shows that Hanley students have in fact lost ground since 2009, and are still falling further behind, albeit at a marginally slower rate in 2011-12 than 2010-11. Aspire will ensure that each student, regardless of where they are on the spectrum of achievement, will have the instruction they need to increase their proficiency in Reading/Language Arts. The Instructional Learning Plan or ILP will be the road map for each student and teacher. Aspire uses state and internal assessments to determine current academic levels and then uses this information to set goals and target increased academic performance for each student.
<b>Mathematics</b>			
“Every test taker” (ETT) category	11.7%	15.4%	As with Reading/Language Arts, Hanley students, including those in the ETT and additional subgroups below for which there is data, have consistently performed well below the MCS AMOs for Mathematics. The average of 13.5 percent of students scoring proficient or advanced in Mathematics for the past two years in the ETT, economically disadvantaged and African American subgroups, and the average less than five percent for special education students, are well below the MCS 2012-13 AMO proficient/advanced targets of 33.6 percent for 3rd grade math and 27.6 percent for 3rd through 8th grade aggregate math. Aspire will ensure that every student has what they need every day to attain proficiency in math, including an effective teacher, engaging curriculum, and a school environment that promotes and reinforces high expectations. Aspire is proactively preparing for the transition to the Common Core Standards. The changes include more conceptual teaching of mathematics. In addition to using our Instructional Guidelines, which promote conceptual teaching, we are also planning on using ST Math as part of Blended Learning during our math workshop to reinforce concepts being taught whole class and differentiated by student.

Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL)* Race/ethnicity subgroups African American Asian/Pacific Islander* Hispanic* Native American/Alaskan* White*	11.7% <5% *  11.7% * * * *	15.0% <5% *  15.5% * * * *	* Tested subgroups were too small to generate summary data.  [See summary and analysis of ETT data, above.]
<b>ACT scores (if applicable)</b>	N/A	N/A	N/A
<b>Graduation Rate (if applicable)</b>	N/A	N/A	N/A
<b>4. School Culture and Climate</b>	Provide a summary of existing status and current needs.		
TELL Survey Analysis  School Safety  Student Health Services  Attendance Support  Social and Community Support  Parent Support	<p><u>TELL Survey Analysis.</u> Among Hanley educators (teachers and administrators), 82% responded to the 2011 TELL Survey. The greatest disparities between Hanley and MCS educators were in the areas of <i>Time</i> and <i>Facilities and Resources</i>. In <i>Time</i>, only 40% of Hanley educators agreed that class sizes were reasonable such that teachers had the time to meet the needs of all students, compared to 60% of MCS educators. Aspire will provide weekly, dedicated planning time and professional development for teachers to ensure that they are ready to meet the needs of all students, every day. Less than half (48%) agreed that teachers had sufficient instructional time to meet the needs of all students, compared to 58% of MCS educators. Aspire's school day will be 8:00 to 3:30, compared to the current Hanley school day of 8:30 to 3:15, thus teachers will have an additional 45 minutes per day for instruction. In addition, Aspire will offer after-school time so that students receive intervention services and can engage in enrichment activities. Slightly more than half (52%) agreed that teachers were protected from duties that interfere with educating students, compared to 63% of MCS teachers. Aspire has a well-established, robust administrative support system for teachers to ensure that they are able to focus exclusively on improving their effectiveness and educating students.</p> <p>Survey results show even starker disparities in the area of <i>Facilities and Resources</i>. Only 37% of Hanley educators agreed that "teachers have sufficient access to appropriate instructional materials," compared to 75% of MCS educators. Only 33% of Hanley educators agreed that "teachers have sufficient access to instructional technology," and "teachers have sufficient access to office equipment and supplies," compared to 70% and 69%, respectively, of MCS educators. Because of limited access to the school to date, Aspire is still in the process of assessing needs in these areas. Thus far, Aspire has determined that Hanley teachers do not have access to leveled reading books, which are important tools for differentiating reading instruction and accelerating proficiency. Aspire will provide leveled readers at Hanley. Aspire will open its new schools on the Hanley campus as blended learning schools, so that each classroom has appropriate and sufficient instructional technology. As well, Aspire will provide all teachers with the equipment and supplies needed to support their classroom activities.</p>		

In the area of *Community Support and Involvement*, less than half (49%) of Hanley educators agreed that “parents/guardians are influential decision makers in this school,” compared to 59% of MCS educators. Slightly more than half (56%) agreed that “parents/guardians support teachers, contributing to their success with students,” compared to 65% of Memphis City School educators. Aspire will have a Family and Community Outreach Coordinator at each school who will focus on engaging parents in the school community and providing the tools and resources they need to fully support their children’s learning. Aspire will also start a Family Effort Units program that tracks the participation of each family to ensure that all families are engaged and recognized for their efforts.

In the area of *Instructional Practices and Support*, 59% of Hanley educators agreed that “state assessment data are available in time to impact instructional practices,” compared to 69% of MCS educators. Although we cannot control when state data is released, Aspire will have the ability to potentially receive and upload that data quickly into our Data Portal for timely access by teachers. Moreover, Aspire has developed its own research-based assessments that, because they are internal, allow Aspire to quickly upload the data. Teachers, in turn, can more rapidly evaluate that data and adjust instruction accordingly.

School Safety. The school conducts fire, tornado, earthquake and lockdown drills, conducted throughout the year. Evacuation routes are assigned to each room. Weapons, drugs and alcohol are prohibited on campus and those in possession of same may receive a board suspension, as may those involved in physical altercations with students or staff. Additional safety measures include Memphis Police Department CO-ACT Officers, Student Safety Patrol, Parent Patrol, Cafeteria Monitors, Crisis Management Plan, CPR training for students, cameras, badge scanners at entrances and visitor sign-in and passes. Aspire will continue to hold all mandated safety drills and enforce all school safety laws and regulations, and evaluate the additional existing safety measures to ensure they are effective and sufficiently comprehensive.

Student Health Services. Hanley employs a part-time nurse, a part-time physical therapist and a school psychologist as needed. Aspire will assess Student Health Services needs and employ the requisite personnel to meet those needs.

Attendance Support. The school provides incentives to students and classes who attend consistently. School staff call the families of students who are absent without prior notification to ascertain the student’s whereabouts and the reason for the absence. The school provides resource referrals to parents to assist with situations interfering with student attendance. Aspire’s strict attendance policy reinforces the importance of attendance by holding student and families accountable for adhering to the policy. For example, we track attendance weekly, daily and monthly. Students receive rewards for attendance and timeliness. Aspire has a SARB (School Attendance Review Board)/SART (School Attendance Review Team) process in place for absences and tardiness to involve families and provide resource referrals.

Social and Community Support. A number of community-based organizations and businesses have “adopted” Hanley Elementary, providing their time, funding or in-kind goods and services: Watoto De Afrika Performing Arts

	<p>Academy, Christ the Rock Metro Church, Beulah Baptist Church, Crumphy's, Frank Fletcher Dodge, Dr. Lee Myers, 100 Black Men of Memphis, Kroger's (Lamar), Orange Mound Monthly Magazine, Lady Tigers of the University of Memphis, Women's Mission Auxiliary of Tennessee, The Community Counseling Center, Brown Missionary Baptist Church, and Hope Depot Store #703. Aspire will reach out to these and other organizations and businesses to foster strong support for and engagement with the school to secure ongoing resources with the goal of increasing student achievement.</p> <p><u>Parent Support.</u> Parents have the opportunity to participate through the Parent Teacher Association and other volunteer opportunities throughout the year. However, based on the limited data available, it appears that parental support to students and school has been lacking. The PTA president, Terry Wright, and the PTA secretary, Michelle Thompson, are very involved in the school and have already started to work with Aspire to prepare for next year.</p> <p>Aspire will have a Family and Community Outreach Coordinator at each school who will focus on engaging parents in the school community and providing the tools and resources they need to fully support their children's learning. Aspire will also start a Family Effort Units program that tracks the participation of each family to ensure that all families are engaged and families recognized for their efforts.</p>
<b>5. Rigorous Curriculum-</b> Alignment of curriculum with state standards across grade levels	<p>Provide a summary of existing status and current needs.</p> <p>The following school curriculum information was taken from Hanley's SY 09-10 SIP. Our analysis is based on that information.</p> <p>Teachers and staff use the state and district standards when planning instruction. The school uses MCS curriculum guides and follows the pacing schedule mandated by MCS.</p> <p>Aspire will open the new schools at Hanley with the Common Core standards in 2013-14. There will be pacing guides, assessments, curriculum and resources for each grade level that are CCSS aligned. 100% of teachers will spend two weeks in summer training learning how to use the materials, and meet once per month for additional training and support.</p>
Curriculum Intervention Programs	The school has used AIMSweb, Headsprout, ThinkLink and Stanford Math to support student learning. Aspire will assess current programs and determine which, if any, to retain and determine new programs to implement.
Enrichment Programs	Enrichment programs include music, art, physical education, computer time, and library. Aspire will continue these important programs and add others as funding allows.
Dual enrollment (if applicable)	(Not applicable.)
Advanced Placement (if applicable)	(Not applicable.)
<b>6. Instructional Program</b>	<p>Provide a summary of existing status and current needs.</p> <p>Because Aspire was unable to obtain a copy of Hanley's most recent SIP, Aspire has limited knowledge of the current</p>



	<p>instructional program at Hanley. The following information was shared with Aspire through teacher interviews and obtained from the SY 09-10 SIP:</p> <p>Currently the school has students grouped or tiered in third through fifth grade. This means that all of the students who are furthest behind are in one classroom. Also, the fourth and fifth grade classes are departmentalized. The students spend 90 minutes on Math instruction and 90 minutes on English Language Arts.</p> <p>Next year, Aspire will discontinue the practice of grouping the classes by academic performance, because research shows that tracking students by academic level does not increase academic performance. The instructional minutes spent on English Language Arts will also increase to 180 minutes.</p>
Planning and implementation of research based instructional strategies	Research-based instructional strategies have included the Renaissance Formative Assessment, Reading Street, Headsprout, SPI Tracking Sheet, Stanford Math and differentiated instruction. These strategies have apparently not been effective in raising student achievement. Aspire will use its Instructional Guidelines which are a compilation of researched-based best practices such as guided math, guided reading, Shared Inquiry, interdisciplinary instruction and RtI or Response to Intervention.
Use of instructional technology	It is unclear based on available data the extent to which the school is using instructional technology. Aspire will open its two schools at Hanley as blended learning schools, incorporating differentiated, small-group, computer-supported instruction in every classroom.
Use of data analysis to inform and differentiate instruction	<p>Teachers receive, utilize and implement the results of students' performance on TCAP and other norm-and-criterion referenced tests with instructional practices. Teachers review data provided by the Office of Research and Evaluation and formative assessments (Stanford Math, Reading Street, and Headsprout) to target instruction toward individual needs. Individualized action plans based on TCAP scores, AIMSweb, Reading Street, and Headsprout are developed and utilized for instructional purposes. An SPI Tracking System in Reading and Math is utilized by teachers and monitored by administration.</p> <p>These strategies have apparently not been effective in raising student achievement. Aspire will use its proven data tools to provide real-time data and analysis to all teachers, staff and school leaders, who will use that data and analysis to inform and differentiate instruction. Aspire has successfully driven student achievement using its proven data tools.</p>
Number of minutes scheduled for core academic subjects	Teachers adhere to Language Arts and Mathematics time blocs mandated by the district, however students at Hanley need more than the district-mandated time on these core subjects, given the low levels of proficiency historically achieved. Aspire will provide additional instructional time with a longer school day, and will provide additional instruction to students in core academic subjects as needed, with one-to-one and small group tutoring and instructional software.
<b>7. Assessments</b>	<p>Provide a summary of existing status and current needs.</p> <p>Aspire has limited knowledge of the assessments at Hanley, as the most recent SIP was unavailable. The following information was shared with us through teacher interviews and obtained from the SY 09-10 TSIP.</p>
Use of formative, interim, and summative assessments to measure	Currently, Hanley participates in the benchmark assessments utilized in Memphis City Schools. Teachers use formative assessments (Discovery Education) to guide instruction, in addition to the assessment strategies described

student progress	<p>above, for planning of instruction. The use of informal assessments, exit tickets, or interims is not evident at this time. The Discovery Education assessments are used to determine whole class lessons on Monday and Tuesday and inform small group instruction on Wednesday - Friday during workstations.</p> <p>There is a need for more frequent review of assessment data and, likely, the need for informal/interim assessments. During summer training and weekly professional development, teachers will receive support in the implementation of the Aspire two-week Cycle of Inquiry. This will give teachers the opportunity to look at assessment data more frequently and use it to drive instruction on a daily basis. Aspire will also utilize informal/interim assessments to more frequently assess student progress.</p>
Timeline for reporting student progress to parents	<p>Data is limited in this area, however it appears that information on assessments has been provided to parents in “Wednesday Folders,” and through Progress Reports, and Report Cards, however we have no information on how often this information has been shared with parents</p> <p>Aspire reports student progress to parents through student-led parent/student/teacher conferences, held at least twice yearly. Report cards are sent home three times per year, and progress reports go home six times per year. Parents also receive daily reports in their child’s student planner, which includes homework assignments and in-class work, and a weekly classroom newsletter.</p>
<b>8. Parent and Community Support</b>	<p>Provide a summary of existing status and current needs.</p> <p>Aspire has limited knowledge of Parent and Community Support needs at Hanley, as the most recent SIP was been unavailable. The following information was shared with us through interviews and obtained from the SY 09-10 TSIP.</p>
Social, health, and community services to students and families	<p>The Orange Mound Family Resource Center at the school provides social service resources and referrals to families of Hanley students, and works to promote parent engagement at the school. Aspire will assess Resource Center services, and Student Support staff will work closely with the Resource Center staff to ensure that services are coordinated and not duplicated.</p>
Parent support to students and school	<p>Based on the limited data available, it appears that parental support to students and school has been lacking. As parent support is crucial to student academic achievement, Aspire will prioritize parent engagement at Hanley.</p> <p>The PTA president, Terry Wright, and the PTA secretary, Michelle Thompson, are very involved in the school and have already started to work with Aspire to prepare for next year. In addition, Aspire will have a Family and Community Outreach Coordinator at each school who will focus on engaging parents in the school community and providing the tools and resources they need to fully support their children’s learning. Aspire will also start a Family Effort Units program that tracks the participation of each family to ensure that all families are participating and families who are doing a great job are recognized.</p>

## 2. School Improvement Plan

Attach an electronic copy of the school's comprehensive plan for school improvement that will be implemented in conjunction with the Restart Model. (Label as Attachment *School Name* School Improvement Plan)

You may use the "streamlined" improvement plan developed in Fall 2011, "Revised Tennessee School and District Improvement Planning" document or one of your choosing.

**See "Hanley Elementary School Improvement Plan," attached.**

**Restart Model**

<b>School Name: Hanley Elementary</b>	<b>Tier: N/A</b>
<p>Rationale for selection of intervention model: Explain how the LEA will use the restart intervention model to address the root causes of the school's low performance as identified in the school's needs assessment.</p> <p><b><u>Background</u></b></p> <p>Aspire Public Schools ("Aspire") is a 501(c)(3) nonprofit public benefit corporation, founded in 1998 by experienced educators and entrepreneurs to enrich students' lives and reshape local public school systems. Aspire currently operates 34 high-performing, open-enrollment public charter schools serving 12,000 students in underserved communities across California. We have successfully replicated Aspire's rigorous academic program in 10 cities throughout California: Los Angeles, Huntington Park, South Gate, Oakland, Berkeley, Stockton, Sacramento, Empire, Modesto and East Palo Alto. Our schools reflect the demographics of the communities we serve, and we work closely with parents and community members to improve and better our service to our students.</p> <p>Aspire seeks to change the odds for all students, instilling a love of learning and belief that they can and will go to college. Aspire is one of the highest-performing public school systems in California, delivering a rigorous "College for Certain" education to students in grades K-12. An unrelenting focus on college preparedness led to 100 percent of graduating Aspire seniors being accepted to four year colleges or universities in 2010, 2011 and 2012. Aspire has a four-part mission:</p> <ul style="list-style-type: none"> <li>• Increase the academic performance of underserved students</li> <li>• Develop effective educators</li> <li>• Share successful practices with other forward-thinking educators</li> <li>• Catalyze change in public schools</li> </ul> <p>Aspire aims to catalyze change in public schools and seeks to further this part of the mission by contributing to the transformation occurring in the Achievement School District in Memphis. Through a rigorous "College for Certain" educational program, commitment to developing high-quality educators for students, and in partnership with District and community members, we can be successful in changing the odds for Memphis students.</p> <p>In 2012, the Achievement School District (ASD) awarded a five-year charter to Aspire. During this five-year period, Aspire will open 10 schools serving students in grades ranging from pre-K through 8, opening two schools per year starting in fall 2013. Since Aspire deeply values the path to college and operates a K-12 model currently in California, Aspire will actively seek high-quality secondary school partners and may consider opening secondary schools in the future.</p>	

### **Rationale for Intervention Model**

The restart model includes the transfer of control of a school to a Charter Management Organization that has been selected through a rigorous review process. As described above, Aspire went through a competitive charter petition process and was chosen by ASD to operate 10 schools over the next five years, including Hanley starting in SY13-14. Aspire, based on its needs analysis, has identified several root causes of Hanley's low performance: lack of effective leadership and educators; lack of a rigorous curriculum, assessments and use of student achievement data to adequately inform teaching; inadequate instructional time and differentiated instruction; inadequate planning and preparation time for educators; inadequate time for educators to collaborate; and lack of parent support and involvement. Given these myriad, school-wide and apparently entrenched issues, there is a need for sweeping change at the school.

Of the four RTTT turnaround models, Aspire believes that the restart model has the greatest potential for rapid, school-wide impact in terms of culture and academic achievement. A third-party operator, mandated by the model, brings with it new leadership and highly effective educators committed to student achievement, a fresh culture, and in the case of experienced operators like Aspire, tested techniques for improving school and student performance. Moreover, Aspire believes in the restart model because 1) it is in the best interest of students to have the school managed by one organization; 2) there is a sense of urgency to improve the academic performance of all students as quickly as possible and 3) it allows us to create a positive school culture and climate, which is challenging to do without the transfer of control that defines the model.

### **Extended Day & Instructional Time**

- *Longer School Day:* Students learn more when they are given more time to learn each day. With more time, teachers can create more effective projects to build higher order thinking skills. Aspire schools have, on average, a 7.5-hour school day for grades 1-12, and at least a 5-hour school day for kindergarten. In other words, Aspire students receive about one hour more instruction each day than students in traditional public schools.
- *Longer School Year:* Aspire schools provide approximately 187 to 190 days of instruction, 17 more days than traditional public schools. Some of these additional days are on Saturday, when parents can attend class with their children.
- *Modified Traditional Calendar:* After its first year of operation, the school uses a modified traditional calendar (shorter summer recess) to decrease the loss of learning during extended recesses.

### **Personalized Learning Plans**

The school will create and maintain a Personalized Learning Plan (PLP) for each student. The PLP will provide the teacher, parents and student with a common understanding of the student's learning style and objectives; all parties may then act based on that understanding. Once each trimester during Student-Led Conferences, the teacher, parent and student will discuss the student's learning strengths and weaknesses, and set goals for the next semester. By working closely with each student and family to develop an appropriate PLP, the school will be able to respond to the different needs of every student, including those who are achieving above or below expected levels. This allows all students to receive the appropriate interventions, if needed, provided by the school (e.g., in-

school, after-school or specialized classroom instruction). The high standards, deep interventions, and rigorous caring provided to all students can be personalized in the PLP. Indeed, the PLP will allow the school to help meet the general education needs of students with disabilities (who may also have Individualized Education Programs (“IEPs”) or 504 plans as required by law), English learners, students achieving substantially above or below grade level expectation, and other special student populations.

### **“College for Certain” Culture**

The “College for Certain” culture begins as soon as a student steps foot onto an Aspire campus. Classrooms are named after universities with the year the class will graduate from college above the door. Teachers and principals proudly display their college diplomas and share their college-going experiences and challenges. At Aspire schools, students are given the will, the skills and the habits of mind to attend college and succeed in life by becoming self-motivated, competent, and lifelong learners.

Aspire schools also promote and practice the CARES values (Cooperation, Assertiveness, Responsibility, Empathy, and Self-Control)(Brady, et al. *Rules in School*, 2003), social skills that research has shown all students need to succeed academically and socially. Students are expected to conduct themselves in a manner that exemplifies these values, which are displayed prominently around the school campus as reminders.

### **Data-Driven Instruction, Instructional Guidelines & Blended Learning**

Our instructional program is comprised of three major components: data-driven instruction, instructional guidelines and blended learning. All three fit together to increase the academic achievement of all students. First, we use informal and formal data every time we teach a lesson or work with a small group of students. Our instructional guidelines serve as the frame for our program. Reading Workshop, Writing Workshop and Math Workshop are the core components of the IGs. Blended learning serves the purpose of further differentiating instruction during the workshop while students are working in stations.

### **Professional Development**

Professional development and teacher collaboration will be scheduled on a regular and ongoing basis to support teachers throughout their career. In establishing a professional teaching environment, Aspire will ensure collaborative planning time for teachers to design student-focused curriculum, pedagogy and assessment through which students can make connections, deepen their understanding of concepts, and achieve at high levels.

Once teachers are hired, Aspire invests in their continued professional development. Teachers new to Aspire participate in two weeks of training to become fluent in the Aspire education program, Aspire culture, literacy instruction, math instruction, rigorous interdisciplinary instruction, parent engagement, and time with other team members examining student data. Each subject training includes professional development about assessing student achievement, classroom management, and differentiating instruction.

In addition, Aspire conducts several school-year workshops in specific areas. The Principal, in his/her capacity as instructional leader, provides on-site coaching. Teachers are organized into teams, led by an experienced “lead teacher” who has the skills to mentor others. Teachers are then able to collaborate and support

each other to reach the school's and individual student's learning goals. Aspire also has instructional coaches who provide additional support, provide one-on-one consultation, conduct experience-based group sessions (e.g., New Teacher Support Program), and guide educators in their application for certification from the National Board for Professional Teaching Standards. Teachers are evaluated by their Principal at least twice a year according to research-based criteria.

### **Family Effort Units & Community Engagement**

Parents are active partners with school teachers and administrators in providing support to students. There are a number of ways that Aspire schools encourage parent and community involvement:

- Parent/Student/Teacher Conferences. Parents, students and teachers meet at least twice a year to plan and assess the student's learning progress and determine goals.
- Exhibition Panels. Parents may sit on panels to judge student work.
- School and Staff Evaluations. Parents fill out a survey each year evaluating strengths and weaknesses.
- Student-Led Conferences. Students lead conferences on their work during the year to keep parents informed.
- Volunteer Opportunities. Various opportunities will arise for parents to volunteer, such as helping in classrooms, leading extra-curricular activities, assisting in event planning, attending study trips, and serving on parent committees.
- Fundraising. Parents and community members may work with the school to raise additional resources to support students and the school program.
- Advocacy. Parents and community members communicate the school design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources.
- Aspire Board of Directors Meetings. Parents and community members are welcome to the Board meeting. In compliance with the Brown Act, Aspire posts the agenda for Aspire Board of Directors meetings at least 72 hours prior to the meeting.

### **Annual Goals for Reading/Language Arts on State assessments** for “all students” group and for each subgroup.

SY 2013: All groups of students and subgroups of students will increase Proficient/Advanced performance by a minimum of 8-10% points from the 2012-2013 student performance rate.

SY 2014: All groups of students and subgroups of students will increase Proficient/Advanced performance by a minimum of 8-10% points from the 2013-2014 student performance rate.

SY 2015: All groups of students and subgroups of students will increase Proficient/Advanced performance by a minimum of 8-10% points from the 2014-2015 student performance rate.

**Quarterly Milestone Goals for Reading/Language Arts on interim assessments** for “all students” group and for each subgroup for (to be updated annually upon renewal of the grant).

Aspire Public Schools use the Developmental Reading Assessment (DRA) to determine student reading levels at the beginning, middle and end of the school year. The DRA Progress Monitoring Tool will also be used in between administration of the DRA to determine reading levels. Once the baseline score is determined for each student, the teacher will set an annual goal and share it with the student and family in the student’s Individualized Learning Plan.

<i>Baseline</i>	<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>
<i>RLA/Math grade level equivalent</i>	<i>.50 growth from baseline</i>	<i>1.0 grade level growth from baseline</i>	<i>1.50 grade level growth from baseline</i>	<i>2.0 grade level growth from baseline</i>

Aspire will also use internal writing assessments and the NWEA-MAP Assessment to monitor progress throughout the school year.

**Annual Goals for Mathematics on State assessments** for “all students” group and for each subgroup.

SY 2013: All groups of students and subgroups of students will increase Proficient/Advanced performance by a minimum of 8-10% points from the 2012-2013 student performance rate.

SY 2014: All groups of students and subgroups of students will increase Proficient/Advanced performance by a minimum of 8-10% points from the 2013-2014 student performance rate.

SY 2015: All groups of students and subgroups of students will increase Proficient/Advanced performance by a minimum of 8-10% points from the 2014-2015 student performance rate.

**Quarterly Milestone Goals for Mathematics on interim assessments** for “all students” group and for each subgroup for (to be updated annually upon renewal of the grant).

Aspire Public Schools will use the NWEA-MAP Assessment as part of the Achievement School District to measure progress on a quarterly basis.



<i>Baseline</i>	<i>Quarter 1</i>	<i>Quarter 2</i>	<i>Quarter 3</i>	<i>Quarter 4</i>	
<i>RLA/Math grade level equivalent</i>	<i>.50 growth from baseline</i>	<i>1.0 grade level growth from baseline</i>	<i>1.50 grade level growth from baseline</i>	<i>2.0 grade level growth from baseline</i>	

<b>Name of School: Hanley Elementary</b>		<b>Tier: 3</b>	
<b>Restart Model LEA Design and Implementation of the Intervention Model</b>	<b>Action Steps for Pre-implementation and Year One. Pre-implementation, April 1-Sept. 1, 2013</b>	<b>Implementation Timeline</b>	<b>Name and Position of Responsible Person(s)</b>

<b>Requirements for the Restart Model. ( LEA must implement all.)</b>			
Select CMO to restart school	<p>Aspire Public Schools worked with the Achievement Advisory Council to be matched with Hanley Elementary. The AAC worked with parents and community members to make a recommendation as to which charter operator should be matched with the school.</p> <p>The Achievement School District took the AAC's recommendation and Aspire's recommendation into consideration as they made their final decision.</p>	October- December 2012	Margo Roen, Chief Portfolio Officer, Achievement School District
Notify parents and other stakeholders of the restart process and of the LEA's obligation to enroll all previously enrolled students in the new school.	Families and school staff were notified the week of November 5 that the school was being considered for the restart process.	November 5, 2012	Chris Barbic, Superintendent, Achievement School District
Meet with the school staff to make them aware of the positions and application process.	Aspire Public Schools Memphis Regional Team met with the Hanley staff to answer questions and share information about the positions.	December 14, 2012	Allison Leslie, Memphis Executive Director

Recruit and hire effective and highly effective teachers for each classroom.	<ol style="list-style-type: none"> <li>1. Post all positions by Jan 31, 2013.</li> <li>2. Host hiring days 3-5 times per month.</li> <li>3. Make offers to candidates within two weeks of interviewing.</li> <li>4. Host a variety of recruitment events to identify a diverse pool of applicants.</li> </ol>	December –May, 2013	<p>Allison Leslie, Memphis Executive Director</p> <p>Jo Cunningham, HR Manager</p>
Build relationships with the community, students and families.	<ol style="list-style-type: none"> <li>1. Host monthly community events between January and August 2013.</li> <li>2. Develop a community asset map.</li> <li>3. Form partnerships with organizations in the community.</li> </ol>	January- August 2013	Nickalous Manning, Community Outreach and Partnerships Manager
Start the process of early registration for families.	<ol style="list-style-type: none"> <li>1. Meet with the ASD to see how the Best Fit Enrollment process will work.</li> <li>2. Provide families with information about how to register early.</li> <li>3. Host events and office hours for early registration starting in February.</li> </ol>	January- May 2013	Kahlmus Eatman, Managing Director of Operations and Finance
Develop pacing guides, assessments and select instructional materials to support transition to the Common Core.	<ol style="list-style-type: none"> <li>1. Identify a group of teachers to create pacing guides.</li> <li>2. Host pacing guide planning parties once a month to check in on progress.</li> <li>3. Publish working draft pacing guides to</li> </ol>	September 2012-March 2013	Katie Kling, Common Core Instructional Leader

	<p>use during summer training and next year.</p> <p>4. Select an item bank that can be used to create teacher-created assessments that align with the pacing guides.</p>		
Plan summer training for teachers that includes an introduction to Aspire Instructional Guidelines, effective strategies for establishing a strong culture and climate in the school/classroom and prepares teachers for the shifts in instruction that will be required by the Common Core Standards.	<p>1. Meet with Instructional Coaches across Aspire to plan a summer training that prepares teachers for Day 1, Week 1, and Month 1.</p> <p>2. Collaborate with Memphis team to nuance the training to include a focus on Common Core and Blended Learning.</p> <p>3. Share draft agendas with principals and teachers.</p> <p>4. Select facilitating teachers to support the implementation of the training.</p>	January- May 2013	Katie Kling, Common Core Instructional Leader
Facilities Improvements	<p>1. Create a needs assessment of the facility.</p> <p>2. Prioritize projects for renovation.</p> <p>3. Conduct Safety and Environmental Testing.</p> <p>4. Secure facilities agreement with MCS.</p> <p>5. Obtain furniture, technology and equipment.</p>	February-July 2013	Kahlmus Eatman, Managing Director of Operations and Finance

Principal Bootcamp	Aspirewide, all new principals and principal residents attend New Principal Bootcamp to learn about Aspire systems, focus on instruction and to receive training in the teacher evaluation system.	June 2013	Allison Leslie & Area Superintendents
Aspire Leadership Retreat	Aspirewide, all principals and lead teachers meet annually to review our goals and progress as an organization, develop our leadership skills/practices and put together an action plan for the upcoming school year.	June 2013	Vice President of Education- Heather Kirkpatrick
Conduct two-week summer training with all teaching staff and administration.	Summer training will be two weeks of half days that are focused on professional development and building relationships with students and families.	July 2013	Katie Kling & Caroline Vance, Instructional Coaches
Teachers will set up home visits and assessment appointments with each student to build relationships with the families and administer diagnostic tests before school starts to inform the Individualized Learning Plan.	<ol style="list-style-type: none"> <li>1. Teachers will receive a class roster from the early registration</li> <li>2. Teachers will make appointments with families at school or at home to get to know each other and administer 1-2 diagnostic assessments before school starts to inform instructional goals that will be included in the student's Individualized Learning Plan.</li> </ol>	July 2013	Principals: Barbara Harris, Nikita Reed  Teachers
Conduct a school site staff retreat to build a strong school-level team	<ol style="list-style-type: none"> <li>1. Select a site/location for the retreat.</li> <li>2. Develop an agenda that aligns with the school-level action plan for the year that</li> </ol>	July 2013	Principals: Barbara Harris, Nikita Reed & Lead Teachers

	was developed during the leadership retreat.		
Student and Family Orientation	<ol style="list-style-type: none"> <li>1. Schedule a student/family orientation by grade level before school starts.</li> <li>2. Invite families and students to visit the classroom and review expectations for the first day of school.</li> </ol>	August 2013	Principals: Barbara Harris, Nikita Reed & Lead Teachers

### **Pre-Implementation Activities:**

Please note: The activity categories listed below are not an exhaustive or required list. Rather, they illustrate possible activities that the LEA may list, depending on the needs of the school.

Pre-Implementation allows the LEA to prepare for full implementation of a school intervention model at the start of the 2013-2014 school year. To help in its preparation, an LEA may use federal FY 2011 SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application consistent with SIG final requirements. To help in its preparation, as soon as it receives the funds, the LEA may use part of its first-year allocation for SIG related activities in schools that will be served with federal FY 2011 SIG funds.

Activities must align to schools' needs assessment and requirements of the intervention model; represent change; be reasonable, necessary, and allowable; be researched-based; and be implemented prior to the beginning of the 2013-2014 academic school year.

<p><b><u>Activity Categories with Sample Activities:</u></b></p> <p><b><i>Family and Community Engagement:</i></b> Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or</p>	<p><b>Pre-Implementation Activity #1 Family &amp; Community Engagement</b></p> <p>Outreach Activities and events have been planned between now and June 1 to engage families and give them an opportunity to get to know Aspire and register students before school begins.</p> <ol style="list-style-type: none"> <li>1. February 2: <b>Saturday Enrollment Day &amp; Radio Broadcast/Game Day</b></li> <li>2. February 22: <b>Aspire Family Game Night &amp; Student Enrollment</b></li> </ol>
--	--

*social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.*

***Rigorous Review of External Providers:*** Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.

***Staffing:*** Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.

***Instructional Programs:*** Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2013-2014 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.

***Professional Development and Support:*** Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured

3. March 2: **Saturday Enrollment Day & Pampering Party for Parents**
4. March 13: Luncheon with Existing and Potential Community Partners
5. March 22: **March Madness & Student Enrollment**
6. April 13: **Aspire Family BBQ**
7. April 17: Informational Session for Community Partners
8. May 4: Community Walk

#### **Pre-Implementation Activity #2 Staffing**

Hiring Days will be held at least twice a month to select teachers and all other staff members

1. December 14: Faculty Meeting at Hanley Elementary
2. December 18: Aspire Open House
3. January 7-11: Operator Faculty Meetings at Selected Sites
4. January 14-15: Interview Days- All Positions
5. February 11-12: Interview Days- All Positions
6. March 18-19: Interview Days- All Positions
7. April 15-16: Interview Days- All Positions

#### **Pre-Implementation Activity #3 Professional Development & Support**

Aspire Summer Training will be held the summer before school starts. All teachers will attend and prepare for Day 1, Week 1 and Month 1 of the school year. It will include learning the Aspire Instructional Guidelines, Blended Learning and Common Core Standards.

*common planning time, mentoring, consultation with outside experts, and observation of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.*

***Preparation for Accountability Measures:*** *Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.*



## Hanley Elementary School Improvement Plan

School Name:	<b>Hanley Elementary School</b>	
Accountability status:	<b>Priority</b>	
Analysis of last year's final results:	<b>Areas of Greatest Progress:</b>	<b>Areas of Greatest Challenge:</b>
	<p>Hanley Elementary made minimal gains in all areas except special education students, who went from less than 5% proficient and advanced to 8.8%.</p> <p>The overall gain for Every Test Taker was 15.4% in Math, an increase from 11.7%. The African American and economically disadvantaged subgroups also made gains.</p> <p>In Value-Added growth in Math, Hanley had a mean growth of 2. In RLA the mean growth was -1.8.</p>	<p>There was a decrease in English Language Arts results.</p> <p>The data across all content and grades reflects that the Every Test Taker (ETT) category is considerably below the state benchmark, which is 49% in RLA and 40% in Math.</p>
	<b>Underlying Reasons for Progress:</b>	<b>Underlying Reasons for Challenge:</b>
	<p>Gains in Math may be attributed to the following: (1) more instructional time has been devoted to math instruction; (2) Discovery Education assessments were used to inform instruction; (3) Grades 4-5 were departmentalized.</p> <p>Hanley also used some technology to support intervention, such as IXL in Math.</p>	<p>With limited information, it seems as though the amount of instructional time devoted to RLA is not sufficient. There are 90 minutes devoted to ELA and 90 minutes devoted to math instruction. Also, the instructional model only gives the teachers the opportunity to work with guided groups of students and differentiate instruction 2-3 times per week. This is due to the fact that the teachers are only permitted to run a workshop model after two days of direct instruction.</p>
Goals for 2013-14 school year:	<i>Overall Achievement Goals: Aligned to First to the Top Goals on State assessments for "all students" group and for each subgroup and with the approved Accountability Waiver.</i>	
	<b>Annual Goals for Reading Language Arts and Mathematics</b> SY 2013: All groups and subgroups of students will increase Proficient/Advanced performance by a minimum of 8-10% points from the 2012-13 rate.  SY 2014: All groups and subgroups of students will increase Proficient/Advanced performance by a minimum of 8-10% points from the 2013-14 rate.  SY 2015: All groups and subgroups of students will increase Proficient/Advanced performance by a minimum of 8-10% points from the 2014-15 rate.	
	<b>Subgroup Goals:</b>  <b>Achievement Gap:</b> <i>The students with disabilities Subgroup will demonstrate a 6%</i>	

	<p><i>reduction in the achievement gap in grades 3-8 when compared to Students w/o disabilities from the actual 2012-2013 student performance rates.</i></p> <p><b>Other Required Goal Areas:</b></p> <ol style="list-style-type: none"> <li><i>1. School Culture: 80% of families consider the school a positive place of learning and academic achievement.</i></li> <li><i>2. Parental Involvement/Support: 90% of families complete their Family Effort Units by June 1, 2014.</i></li> </ol>
<p>Plan for this school year:</p>	<p>Key strategies to achieve goals:</p> <p><b>Highlighted items include a request for funding in this application.</b></p> <p><i>Research and Aspire's own experience show that a small school environment is better able to meet the needs of those students most at-risk for educational failure, i.e., low-income students and students of color. Thus in keeping with Aspire's successful small school model, Aspire plans to open two pre-K-5 schools at the Hanley site, with each school serving a total of 380 students, for a total of 760 students campus-wide.</i></p> <p><b>Strategy 1: Student Baseline and Progress Assessments</b> All students will be given MAP (Measures of Academic Progress) assessments in RLA and Math as well as the DRA, Aspire's Math Basic Skills and Writing Snapshot, to set achievement baselines and monitor student performance throughout the school year.</p> <p><b>Implementation Plan:</b> 1) Work with the Achievement School District (ASD) to research the current assessment tools; 2) Select appropriate tools for 2013-2014; 3) Create an assessment calendar including all required and optional assessments.</p> <p><b>Desired outcomes:</b> Teachers will have accurate, relevant data on each student to set academic achievement goals for the school year as part of their Individualized Learning Plan.</p> <p><b>Projected costs and funding sources:</b> The MAP assessments will be funded by the ASD and Aspire will create the other tools internally.</p> <p><b>Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year:</b> Each student at Hanley will have an Individualized Learning Plan (ILP) that outlines areas of strength and growth by specific strands/standards and includes information about reading level and skill areas of focus. The ILP will be set at the beginning of the school year and reviewed every 9 weeks with the student and family. Support, strategies and instructional decisions will be adjusted as necessary between the 9-week periods.</p> <p><b>Strategy 2: Common Core Instructional Materials, Pacing Guides and Assessments</b> Teachers and Instructional Coaches will develop pacing guides that are aligned to the Common Core.</p>

	<p><b>Implementation Plan:</b> A Common Core Instructional Leader will be hired during the 2012-2013 school year to select assessments, hire teachers to develop pacing guides, and plan summer training and ongoing professional development.</p> <p><b>Desired outcomes:</b> Pacing guides, assessments and professional development are in place by June 2013.</p> <p><b>Projected costs and funding sources:</b> The costs of the Common Core Instructional Leader and stipends for the teachers have been covered in our startup funding.</p> <p><b>Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year:</b> This strategy will create a foundation for collaboration between grade level teams. Teacher teams will receive the training, pacing guides and some of the initial assessments. The remaining assessments will be teacher created and developed in grade level teams.</p> <p><b>Strategy 3: Establish an After School Program focused on Enrichment and Intervention</b></p> <p><b>Implementation Plan:</b> An After School Program Director will be hired by June 2013 to design and implement the After School Program within the first month of the school year.</p> <p><b>Desired outcomes:</b> The After School Program will serve up to 30% of the students who need additional intervention and academic enrichment opportunities throughout the school year.</p> <p><b>Projected costs and funding sources:</b> The cost is \$230,000 per year for the first three years. The After School Program will be covered within the school budget when the school is at full capacity.</p> <p><b>Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year:</b> By extending the school day, students have the opportunity to receive additional academic support in a new setting with a different teacher. The content, skills and areas of academic focus will be aligned, but the approach and materials will change. Students will also have the opportunity to engage in several different enrichment opportunities (music, ballet, speech, martial arts, etc.) that will broaden their experiences and engagement in school.</p> <p><b>Strategy 4: Hire a full RtI staff to support socio-emotional, academic and mental health of all students.</b></p> <p><b>Implementation Plan:</b> Hire two additional Special Education staff to support students who may need intervention through RtI, and one Social Worker. The Social Worker will serve as a primary liaison between the school and the Tennessee Department of Human Services to provide support to families and students with outside resources on a case by case basis.</p> <p><b>Desired outcomes:</b> All students will have the proper intervention and support as determined by the RtI team with the appropriate staff in place.</p>
--	--

	<p><b>Projected costs and funding sources:</b> These costs will be prioritized in the school budget.</p> <p><b>Describe how this specific strategy will help you achieve your goals for the 2012-13 school year and address areas of challenge from the past year:</b> Currently students are grouped or tiered according to RtI tiers. This decision was made in the spring of 2012 and the students have remained in the same groups since that date. RtI was designed to create short term interventions that are based on targeted, relevant data. Additional staff to support these efforts will ensure that students have a diverse set of options for types of interventions that are fluid and flexible based on current student data.</p> <p><b>Strategy 5: Blended Learning: Rotation Model</b></p> <p><b>Implementation Plan:</b> Aspire's Blended Learning Analyst is currently researching the appropriate software, hardware, and professional development needed to start blended learning in the fall. The area of focus will be mathematics as we plan to use ST Math to promote conceptual teaching of mathematics during our math workshop. Additional software will be researched and vetted to support students academically. The software that is currently being used at the school will be included in the vetting process.</p> <p><b>Desired outcomes:</b> Student performance in mathematics will continue to accelerate. Mathematics instruction, intervention and enrichment will be aligned with the Common Core standards.</p> <p><b>Projected costs and funding sources:</b> ~\$316,000 in initial implementation costs and ~\$126,000 per year for three years to cover startup costs as the school grows. These costs are currently covered by a grant. The costs of replacing the equipment are currently written into the budgets at 25% per year and will be covered within the school budget once the school is fully enrolled.</p> <p><b>Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year:</b> Although achievement in Mathematics has improved at Hanley, 85% of students are not performing on grade level in math. It is important for students to have targeted, differentiated instruction that is aligned with what they are learning whole class and in small groups.</p> <p><b>Strategy 6: Family Volunteer Coordinator to support both schools at Hanley.</b></p> <p><b>Implementation Plan:</b> The Family Volunteer Coordinator will primarily work to support families with ways they can participate in the school community. They will maintain a space in the school that serves as a resource center for families, and will track Family Effort Units to help identify the families that need additional support.</p> <p><b>Desired outcomes:</b> Family involvement/engagement will increase at Hanley which will lead to academic gains for students. When there is a connection between the school and home, families are better able to support their students and messages to the child are reinforced between teachers and parents/guardians.</p>
--	---

	<p><b>Projected costs and funding sources:</b> ~\$38,000 per year will be prioritized in the school budget. Once the school is at full enrollment, the cost of the Family Volunteer Coordinator will be built into the school budget.</p> <p><b>Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year:</b> This strategy will create a welcoming place for families on campus and increase the accountability that exists currently for families to participate in school.</p> <p><b>Strategy 7: Summer Training</b></p> <p><b>Implementation Plan:</b> Summer Training will happen for a period of two weeks during the summer. It will prepare teachers for Day 1, Week 1 and Month 1. The content will be focused on classroom management, school culture, instructional guidelines, assessment and Common Core.</p> <p><b>Desired outcomes:</b> All teachers will be prepared for day 1 of the school year. Ongoing weekly professional development will help reinforce what is learned during the summer.</p> <p><b>Projected costs and funding sources:</b> Summer Training is a one-time cost of ~\$110,000 for new schools requested in the implementation year.</p> <p><b>Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year:</b> Currently, there are inconsistent teaching practices throughout the school, as teachers do not have time set aside to lesson plan, look at data and collaborate. Next year, teachers will have common planning time and weekly professional development to troubleshoot Aspire's Instructional Guidelines, the Common Core standards and brainstorm ways of supporting and challenging students.</p> <p><b>Strategy 8: Administrative Dean</b></p> <p><b>Implementation Plan:</b> Full-time Administrative Dean to support teachers with Individualized Learning Plans, Behavior Plans, Attendance Monitoring and Student Behavior.</p> <p><b>Desired outcomes:</b> Students and families will be up to date on academic, attendance and conduct information that is being tracked by the teachers and monitored by the Dean.</p> <p><b>Projected costs and funding sources:</b> ~\$200,000 per year for three years to cover two Deans for the two schools at Hanley. Once the schools are at full scale, the Deans will be covered by the school budget.</p> <p><b>Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year:</b> Teachers will have access to student data through our Data Portal and Oncourse. The Dean will be responsible for analyzing this data and holding teachers accountable to using it to create behavior plans and revise Individualized Learning Plans.</p>
--	---

	<p><b>Strategy 9: Teacher Incentive Pay</b></p> <p><b>Implementation Plan:</b> Teachers will receive student achievement results, observation feedback, and stakeholder surveys at the end of each school year that will determine their overall performance. Data will be used to pay teacher bonuses based on effectiveness.</p> <p><b>Desired outcomes:</b> Teachers use feedback from the process to make changes in their practice. Ultimately, these practices will lead to increased student achievement.</p> <p><b>Projected costs and funding sources:</b> The cost for implementation of the teacher incentive program and bonus pay for 40 teachers is ~\$60,000 over the first three years.</p> <p><b>Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year:</b> Increasing teacher effectiveness and providing incentive pay to teachers who improve their performance will result in the Overall Achievement Goals set forth above. Although the 2011 TELL Survey Data shows that 76 percent of Hanley educators agreed that “teachers receive feedback that can help them improve teaching,” it is assumed that either teachers aren’t receiving useful feedback or they are not improving their teaching based on that feedback since student achievement has remained far below state targets. Similarly, although 86 percent of educators agreed that “the faculty are recognized for accomplishments,” it is unclear what that recognition includes and what are defined as “accomplishments.” With a well-defined teacher evaluation system in place, and clearly articulated incentives, Aspire will ensure that all teachers know what is needed to improve their pedagogy and earn incentive pay.</p> <p><b>Strategy 10: Pre-K</b></p> <p><b>Implementation Plan:</b> Aspire will maintain the Pre-K program at Hanley. There are currently three classes in place.</p> <p><b>Desired outcomes:</b> Students are better prepared for kindergarten, thus academic achievement increases and is maintained over time.</p> <p><b>Projected costs and funding sources:</b> ~\$270,000 per year to fund three pre-K classrooms over the first three years.</p> <p><b>Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year:</b> The Pre-K program has been one of the successful practices that exist at Hanley that Aspire would like to continue.</p>						
Key benchmarks for progress on strategies:	<table border="1"> <tr> <td data-bbox="418 1701 1047 1738">Benchmark:</td><td data-bbox="1047 1701 1437 1738">Timeline:</td></tr> <tr> <td data-bbox="418 1738 1047 1801">Administrative Dean is hired and begins setting up systems for student support.</td><td data-bbox="1047 1738 1437 1801">May 2013</td></tr> <tr> <td data-bbox="418 1801 1047 1869">RtI team is selected and trained.</td><td data-bbox="1047 1801 1437 1869">June 2013</td></tr> </table>	Benchmark:	Timeline:	Administrative Dean is hired and begins setting up systems for student support.	May 2013	RtI team is selected and trained.	June 2013
Benchmark:	Timeline:						
Administrative Dean is hired and begins setting up systems for student support.	May 2013						
RtI team is selected and trained.	June 2013						

	All assessments and pacing guides are written for 13-14.	June 2013
	Summer Training is planned and conducted for all teachers.	July 2013
	MAP and other diagnostic assessments are administered to all students.	August 2013
	Blended learning is fully integrated into Math workshop.	September 2013
	After School Program is open and students are receiving intervention support and enrichment opportunities.	September 2013
	Parent Volunteer center is up and running. Advisory Council elections are held for the school.	September 2013
	Interim assessments are reviewed and Individualized Learning Plans are updated.	October 2013
	Mid-year data analysis for all students is conducted to determine impact of interventions.	December 2013